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EXTENSION SERVICE

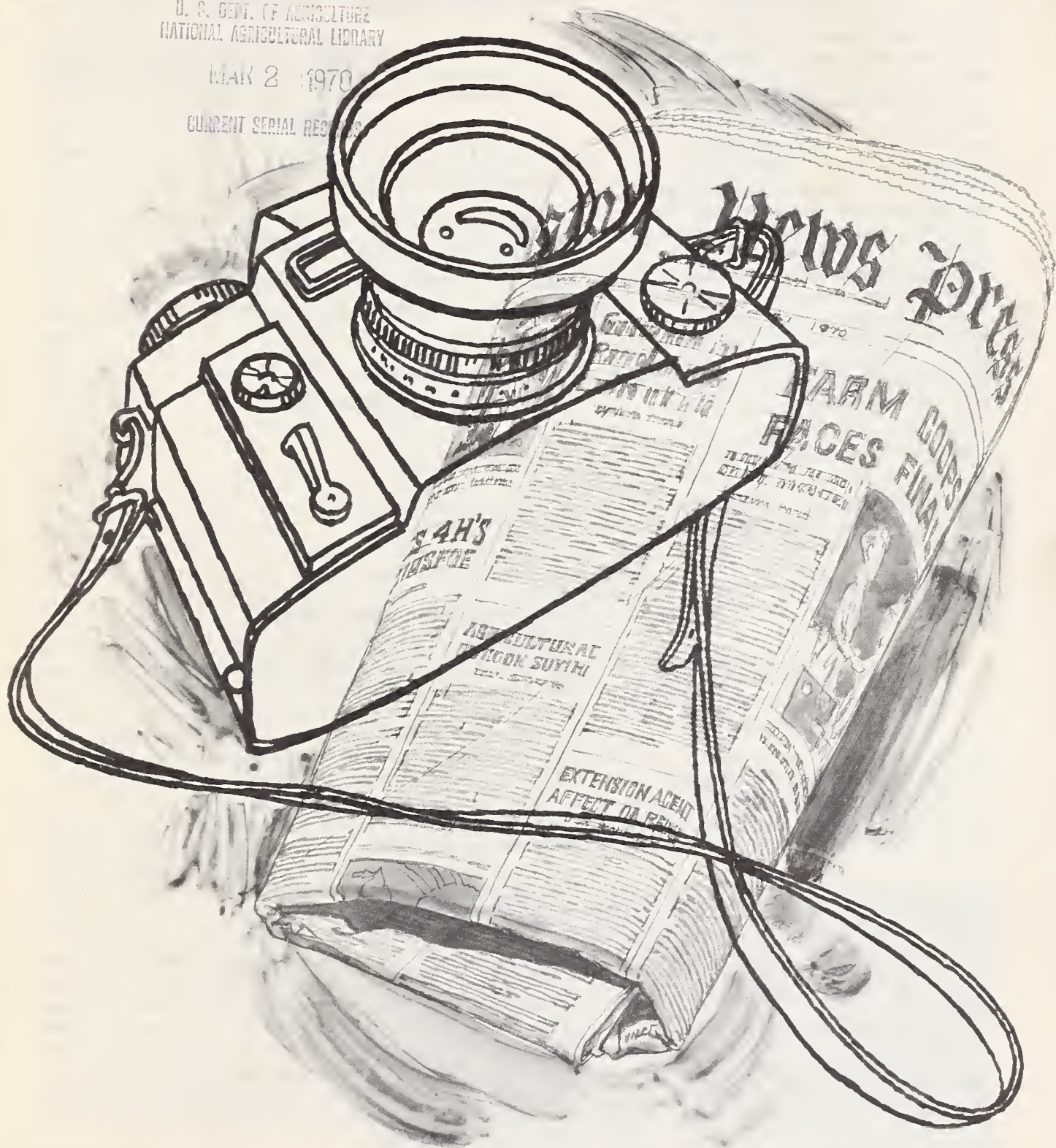
# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* FEBRUARY 1970

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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## EXTENSION SERVICE

# REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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## Two-way communication

"Confrontation," "dialogue," "rapport," and "relevance" are words which many feel are being used to the point of being worn out. But the fact that they are used so often by people in so many roles is an indication of how important the concept of two-way communication is becoming. The idea is no longer simply "tell it like it is"; the clue to effective communications is *feedback*. Listening to an audience's needs and reactions should be of primary concern.

Government agencies, realizing the need to keep people involved in the democratic process, attempt to incorporate the public's attitudes and ideas into programs and policies. With some kind of feedback from the State and local levels, Federal legislators and administrators can have a much better idea of how effective their programs will be for the people they are intended to reach.

Few agencies are as fortunate as Extension in their facilities for receiving feedback. County Extension staffs are an ideal mechanism for discerning the wants and needs of local people, and listening to the people has always been a key to successful county Extension programs. Extension will surely remain "relevant" if at all levels of the organization we emphasize listening to the voice of the people as interpreted by the staff members closest to them—the county workers.—MAW

A project in Polk County, Oregon, is attacking poverty on a very personal level. It is geared toward education and training to help low-income families help themselves.

The backbone of the program is nonprofessional program aides—the same concept which is proving so successful in Extension's Expanded Food and Nutrition Education Program.

Through home visits by the aides, and through classes in child development, home management, cooking, canning, sewing, and other domestic skills, the program promotes better family living.

The 2-year-old program recently won an award for excellence from the Office of Economic Opportunity. It is funded under OEO and the Mid-Willamette Valley Community Action Program. The Oregon Cooperative Extension Service is the administering agency.

The theory behind the program is that poverty is composed of individual problems involving individual people who need individual help.

For example, an unskilled young mother whose husband is in prison was about to have her children taken away by the court. At the court's request, the Polk County project helped her manage her resources better. She kept the children and is attending business college.

Another mother took housekeeping training through the program and now works for four families.

Mrs. Frances Horton administers the project, and it is coordinated by Polk County Extension home economists Elsie Clark and Dorothy Christensen.

The six educational aides are from low-income families themselves, and they relate well to the families in their areas. They visit the homes, explain the program and its many classes, and chat about the agencies and help available.

A major aspect of the aides' effectiveness, Mrs. Horton said, is that they represent what other low-income

## Oregon aides help families

by  
Dave Turner  
*Agricultural Information Staff  
Oregon Extension Service*

women can be. The aides are well groomed and well informed. They are concerned about poverty, and they feel that the struggle to help is worthwhile.

"In almost every home, the aides have been well received and invited to visit," Mrs. Horton said. They have made over 8,000 visits.

Most people are referred to established agencies who can solve specific problems such as bad teeth and poor health. The many elderly who have special problems are referred to the county's program for the elderly. Many are helped with housing, jobs, and food. The Department of Vocational Rehabilitation helps solve the formal education problems.

Most people have been served through referrals and individual help, but 355 women have attended the homemaking classes.

Mrs. Christensen explained that many low-income mothers are not employable. This is not only because they must care for their children, she said, but also because they lack mar-

ketable skills. They are, however, able to gain some prevocational experience through the project to prepare them for gainful employment.

About 81 men and women have been encouraged to participate in high school equivalency classes. Others are taking advantage of Manpower Development Training. In January 1970, 15 were enrolled in an office procedures class offered for the first time under the Mid-Willamette CAP.

To help families have adequate clothing, two clothing exchanges are operating in the county. Low-income families bring garments their families can no longer use and exchange them for usable sizes. If they have nothing to exchange, they spend time sorting and mending to earn clothing for their families. The aides supervise and coordinate the low-income volunteers in the clothing exchange.

The project has generated good cooperation, not only between Extension and the CAP, but also among many other State and local groups—employment, health, and welfare agencies; migrant league; schools; and donated foods centers. □

*Looking over reports of progress are the administering trio of the Polk County Self-Help Program, Extension staff members (left to right) Elsie Clark, Frances Horton, and Dorothy Christensen.*





by  
Roland P. Richards  
*Assistant Professor  
and Farm Management Agent  
Waukesha County, Wisconsin*

## Farming—a sound investment

Most security analysts would rate a company with a 7.3 percent compound annual growth rate in gross sales over an 11-year period as successful. Most investment counselors would not hesitate to recommend for a long term investment a firm with a 117 percent increase in gross sales over such a time span.

This is not a story about a glamour company in electronics or a giant conglomerate. It's about a Wisconsin dairy farm.

It is also a story of the strength of American agriculture, the stability of the family-owned farm, and Extension's contributions to these phenomena.

The Salentine brothers cash rent their mother's 326 crop acre, 115 cow dairy farm in Waukesha County, Wisconsin, once known as "Cow County, U.S.A."

In the years that Anthony and Jerome Salentine have cooperated with Extension, they have found themselves farming in the fastest growing county in the State. Waukesha County is a part of the Milwaukee metropolitan area—the fourth fastest growing area in the Nation.

The Salentines were not only burdened with all the well-known national agricultural maladies of this period—adjustment to excessive resources in agriculture, the technological revolution, and the cost-price squeeze—but they also faced a phenomenal increase in local land values and the resultant rise in property taxes.

Rising land values meant the exo-

dus of many of the county's dairy farmers. The number of dairy farms decreased from 907 in 1957 to under 400 in 1968.

While others left dairying, Anthony and Jerome increased their net operating income from \$23,000 in 1957 to \$34,000 in 1967. Their depreciated investment climbed from \$61,880 in 1957 to \$115,050 at the end of 1968.

Their success did not just happen. They are as familiar with modern business accounting as many farmers are with a fork. In 1957 they began to participate in an Extension Farm Management Program, which in those days involved hand records. They hand-computed a farm business analysis involving 81 factors. They used this information to work out partial budgets to help them decide how to allocate their resources.

When Extension offered a training program in the use of an electronic records system in 1965, they were first to avail themselves. This system not only assembles data for State and Federal income tax and depreciation schedules, but also provides a 132-factor farm business analysis and a detailed crop production report.

In 1968 they began to keep a detailed enterprise account, charging all receipts and expenses to either the crops, which are Anthony's responsibility, or to the dairy enterprise, which Jerome handles. This provides them with more reliable data on costs and profits and thus improves and speeds up the evaluation phase of the decisionmaking process.

Both brothers are frequent visitors

at Extension educational meetings, including farm management and income tax clinics. They soon became proficient at evaluating the impact of income tax upon farm management decisions. Accelerated depreciation is used frequently to manage the amount of taxable income. Depreciation and investment credit are calculated before an investment is made in order to evaluate its tax implications.

Jerome was one of the first to accept electronically processed DHI records. These records have made possible Artificial Insemination Sire Evaluation reports which he uses to purchase an occasional replacement.

The Salentines test their soil periodically. The use of fertilizer is determined by evaluating the soil test recommendations and their record of crop yields.

Both like to discuss major decisions with the farm management agent before they form conclusions. Most consultation is done by telephone. Although these conversations may last nearly an hour, it is still a very efficient use of time for both parties.

Anthony may open the conversation by saying, "I just want to check if I'm on the right track." Jerome's opener frequently is, "Say, what do you think of . . .".

Both are generally well prepared and have given their problem considerable thought before calling. Most of the information they need to make a decision is generated from their own records, but they like to see their data reinforced with research results.

The two families have faced some adversities. After the third consecutive year of drought, it took 165 acres of first crop alfalfa-brome to fill the same silo that 3 years earlier had been filled with only 95 acres.

In addition, a nitrate problem in the feed caused a prohibitive number of abortions in the dairy herd. This resulted in loss of milk production. It also reduced the level of culling because of fewer replacements and increased the capital outlay for replacements.

Subclinical mastitis became a problem. A State Department of Agriculture pilot program requiring heavy culling of chronic animals and meticulous checking at milking time got the problem under control. Now, with some changes in the ration, production is well over 12,000 pounds.

Stanchion stalls became impractical as cows became bigger. Injuries and mastitis forced the Salentines to consider more comfortable and convenient housing. They thought of a free stall milking parlor combination. Jerome took his week of vacation and

milked cows twice a day in a Minnesota installation to get the feel of such a system. He came back satisfied. Working with the Extension engineer, they developed a plan. They did most of the work themselves.

When other knotty problems arose, the farm management agent got the help of specialists from the College of Agriculture and Life Science. Specialists in agricultural engineering and economics, agronomy, entomology, dairy science, soil, and veterinary science have visited the farm and contributed to solving some of the problems.

But this has not been a one-way street. Several Extension-sponsored weed, insect, and fertility trials and demonstrations have taken place on the Salentine farm.

The brothers have been hosts to a county dairy building and management tour for farmers; a dairy management field laboratory for neighboring county Extension agents and college specialists; a 4-H dairy group from Indiana; delegations from foreign countries; and many individual farmers who came to see their operation.

Extension calls farmers such as the Salentines "innovators." Neighboring farmers have adapted many practices these brothers use. Among them are: all-year stored feeding system; corn insect and weed control; alfalfa fertilization; low moisture haylage; anhydrous ammonia on corn; and lower moisture corn silage.

And the Salentines do not hesitate to tell neighbors and friends that Extension has contributed to their progress.

Working with the Salentines over the years has been a pleasant and satisfying experience as well as a learning situation for both parties. Mutual respect and trust have benefited both sides.

Most satisfying is the fact that the Salentines have proved that dairy farming can provide the financial security that makes possible the attainment of the other goals that they, their wives, and their children have chosen for themselves. □



*With Extension's help, the Salentine brothers are attaining financial security from this 115-cow dairy farm located in an area of high land values in one of the country's fastest growing metropolitan regions.*



# Agribusiness supervisors—eager students



*Agribusiness men appreciate the materials Extension specialists bring to the management training meetings. Here, instructors John Williams, dairy specialist; and Julian Raburn, business management specialist (third and fourth from left) make certain these students understand the material before it goes into their notebooks.*

Thanks to the Cooperative Extension Service, supervisors of agribusiness firms in Georgia are going back to school to learn how to do a better job of "getting things done through other people."

Approximately 700 of them have attended supervisors' workshops conducted by Extension's marketing department. It looks like the schools will

be just as popular in the future as they have been in the past. The 700 who have already participated represent 25 companies in poultry processing, wood products, and dairy manufacturing. These companies employ nearly 10,000 people.

Julian A. Raburn, Extension business management specialist—agribusiness, University of Georgia, and

others in Extension marketing have conducted the workshops. Involved have been Jerry Cox, poultry; John L. Williams, dairy; and Zeke Baxter, Oscar Fowler, and Jack Warren, forestry.

The workshops are presented in seven 2-hour sessions arranged at a time and place convenient for the participants. In most cases the classes are



by  
Virgil E. Adams  
*Extension Editor—News*  
*University of Georgia*

held right in the plant. Supervisors who attend at least five sessions are awarded certificates.

The first 2-hour session is an introduction to supervision. This is followed by two sessions on the fundamentals of supervision. Others, in order, are communications, the art of listening, introducing change, and discipline.

Raburn and the other instructors use lectures, films, and case studies as their teaching methods. The case studies serve as a springboard to group discussion.

According to Raburn, "getting things done through other people" is the simplest definition of management he knows. He added that this definition applies to all levels of management—from chief executive to supervisor.

Many chief executives have been involved in the 25 workshops held so far. In fact, interest, support, and involvement of top management contribute much to the success of the undertaking.

It's not that top management needs the training so badly. Chairmen of boards, company presidents, and many vice presidents get their training through their trade associations, American Management Association, and other such groups.

But Raburn and his coworkers believe that middle management supervisors—those out there on the "firing line"—get very little training. In 1966, members of the marketing department began surveying the major needs of agribusiness firms. Supervisory training topped the list. The first workshop, in a poultry processing plant,

was in January 1967. The sessions have been growing in popularity ever since, and the end is not yet in sight.

"In most agribusiness industries," according to Raburn, "technology is not a problem. We know how to process chicken, for example. In the final analysis, the problem is people.

"Usually we can get the most out of our machinery or a new piece of equipment if we know how to get maximum production out of people. There are many resources in any agri-industry. One of the most important is people. Unless people are motivated to do their best, machines won't do their job. The supervisor is responsible for motivating people and these are the ones we are trying to reach in our agribusiness workshops."

Raburn considers 20 to 30 supervisors an ideal class. However, classes have ranged from as small as 10 to as large as 59.

In setting up the classes the initial contact is made by the marketing department directly with the firm involved. In later planning meetings, during which final arrangements are made, the county agent accompanies the State staff personnel. In most cases the agent introduces the specialist at the first workshop, and he attends as many of the classes as he can.

Once the supervisors "graduate", they are put on the mailing list to receive the Extension marketing department's monthly agribusiness newsletter. This newsletter, never over two pages long, gives workshop participants additional information on subjects covered during the formal series. It also keeps their interest whetted in staying up-to-date on supervisory principles.

In addition, Raburn and the other instructors conduct followup sessions on request. These 2-hour class periods are devoted to topics of current interest in supervision. They are intended to reinforce basic concepts covered in the workshop.

Attendance at the workshop sessions is no problem. This is especially

true when top management is involved: "The company president, if he is interested, sets the atmosphere for the entire learning period," says Raburn. "We found that this is one of the keys to success—having top management there and participating; not dominating, but participating."

Raburn says that 98 percent of those who attended the first session attended all seven sessions. Overall attendance is running 90 percent. Graduation certificates are awarded to those who attend five of the seven sessions.

"One of the strong points of our workshops is that we have all kinds of supervisors present—from production, sales, and office management," Raburn adds. "This gives people from various phases of the business an opportunity to come together and learn about problems their coworkers are having in other areas."

One area that concerns the instructors is the need to go back and meet with new supervisors. Turnover in most agribusinesses is rather high, and the fact that some supervisors have had the training while others have not sometimes creates a problem.

The Extension instructors spent nearly a year getting ready to teach before they conducted the first workshop. They have built a sizable library of training material. The American Management Association has been helpful in equipping these Extension workers to perform this new function.

Major U.S. corporations have their own training departments and conduct ongoing training programs for all their people. In fact, there has been a big push in management training in these large corporations in recent years. In agribusiness, however, the resources and the personnel to conduct supervisory training have not been available. Thanks to the marketing department of the Georgia Cooperative Extension Service, the resources and the personnel to get this job done are being provided. □

by  
Dean Parris  
*Extension Farm Agent  
Lawrence County, Alabama*

# Alabama's 'photo-journalism' agents

They told me I'd get a new camera, a good one. That sold me right then and there.

This promise came to me and 15 other farm agents who were attending a 2-day workshop at Auburn University 3 years ago. We were there to learn new skills in photography and news writing.

We had been invited to be members of a specially trained group that was soon to become well-known in Alabama as "photo-journalism" agents. The idea, as we learned during the 2-day meeting, was to give special training to selected agents who had demonstrated a little skill or a lot of interest in communications work.

Four agents from each of Extension's four districts were called in for the workshop.

Alabama agents normally receive general training in communications early in their Extension career. That is, they get the basics in news writing, radio, and TV.

The photo-journalism project was designed to expand this training to

the point of making field specialists out of a few agents. We were trained to do quality work in photography and news writing. This placed us in a slightly prestigious position and gave us satisfaction for doing a specialized job.

We were to become the backbone of a grassroots communications network that would tell the story of Extension and its related activities.

Already a camera buff, and eager to try to do a better job with my local weekly and the two daily papers serving my county, I jumped at the chance to make "photo-journalism" a part of my regular work as an Extension farm agent.

After the first year, the project had worked so well, administration officials asked that 12 more agents be selected and trained. Immediately after they were picked, they went to Auburn for a 2-day workshop. These 2 days—the same as ours had been—were filled with the basics of news writing and photography.

Some of the topics covered were: What makes a story or picture newsworthy? What makes one picture better than another? Why are some articles carried in the local newspaper when others don't make the grade? How do you write a cutline? What is a good working relationship with your local editor? How do you compare a good picture for newspaper use? What are the basic rules for effectively operating a camera?

I well remember what a news editor said at the meeting: "The primary purpose of this project is to enable you to coordinate a better informational program in your county. Your



local program should get top priority. If we can improve your local communications program, this project will be well worth all our efforts to train you."

Here's how we were told the photo-journalism project would work:

After this 2-day workshop, we were expected to go back to our county and begin, as quickly as we could, an information program that would improve our county's communication work.





*Dean Parris, above left, and editor Mrs. Jewell Moore watch the printer lay out an edition of the Moulton Advertiser. At left, Parris has the rewarding experience of seeing a big spread about Extension in the local paper.*

for its use. We were expected to make pictures for our coworkers where feasible and assist them with their information work when asked.

The Extension Information Office at Auburn gave top priority in processing our film. The State office supplied us with work forms and mailers for sending our film. The work order forms listed negative numbers so we could show our desired column size, and photographs were printed accordingly. Prints were returned with an evaluation form, pointing out our weaknesses and strong points.

We were asked to cover a couple of district or State events during the year. The Information Division at Auburn helped us prepare for these events. Also, some of us wrote feature stories and cutlines for area daily newspaper special farm editions and farm magazines. We kept in mind, however, that the primary purpose of the training was to help us do a better communications job in our own county.

I am thankful I was selected to participate in this pilot program. It has been some of the best training I have ever received in Extension. As a result, the Lawrence County Extension Service now has a prominent place each week in the Moulton Advertiser, the county's only weekly newspaper. It is most common to see a lengthy story about agriculture and its importance to the total county economy, or pictures of 4-H, Extension Homemakers, and adult work. Several times, full pages have been devoted to vegetables, cotton, the county fair, and 4-H Club programs.

In 1966, the year before this program began, we had 32 articles in our local newspaper. Last year the number had jumped to 261.

Statewide in 1966, papers printed 5,800 news articles by county Extension workers. By 1968, the number had jumped to 7,517. During this same period, the number of published photos jumped from 2,581 to 4,845. We feel these increases are a direct result of the photo-journalism effort.

I have received several favorable comments about this program. Jewell Moore, editor of my local weekly newspaper, said, "When I need pictures, information, or a complete story, I know where I can get this help—from the county Extension office."

A statement by S. P. McClendon, my county Extension chairman, reflects feelings of many county chairmen. He said, "I feel that photo-journalism training has improved the image of the Extension Service, not only in Lawrence County, but throughout Alabama."

Winford Turner, editor for the Decatur Daily, had this to say about pictures and a story of cotton failure in 1967. "I have never seen better quality pictures to tell the story of crop failure or more dramatic statements made by cotton farmers of their losses than those prepared for the Decatur Daily by the photo-journalism agent assigned to cover the story for Lawrence, Morgan, and Limestone Counties."

"We are highly pleased with the photo-journalism project," said John Parrott, chairman of the Auburn University Extension Information Division. "Proof of the agents' fine work are three scrapbooks of their newspaper clippings collected over the past 2 years which are on file in our office."

"Administration officials have been kept fully informed and they often refer favorably to the project. We have had no trouble scheduling workshops for the photo-journalism agents and we intend to continue working very closely with them to keep them up to date on communication trends and new techniques."

"Our photo-journalism agents have earned the respect of all their coworkers and the news media throughout the State. This is a big help to our organization, and the thorough coverage received in weekly and daily newspapers boosts Extension's total impact and effectiveness. Photo-journalism is a project we don't intend to give up." □

Since good equipment is a must for quality work, we were assigned a new camera that was a big improvement over the ones we had been using. However, a camera, no matter how good it is, is of no value unless it is put to effective use. We were told to use it often and study to correct mistakes.

We had total possession of this camera. This didn't mean that other staff members wouldn't share it, but it did mean we were fully responsible



New community development concepts introduced by Extension education have paid off in the West Central Arkansas Economic Development District. Communities are joining forces for more effective development, and they are seeing the results in economic growth for their area.

In 1966 several Arkansas Extension staff members participated in a workshop on basic principles of economics as they apply to resource development. Dr. Eber Eldridge, Iowa State University economist, taught the course.

Attending were district agents; district resource development specialists; and area resource development agents, including Howard McCartney, whose area includes the West Central Arkansas Economic Development District.

During the workshop, Dr. Eldridge described the concept of the "larger community"—a group of smaller communities whose economic activity revolves around a larger city or growth center.

Early in 1967, McCartney began teaching this concept to a small group of key leaders in each county in his area. The material was presented in six sessions a week apart, each with an hour of lecture and 30 minutes for discussion. County agents attended with the leaders.

Attendance was by invitation only. The agents and McCartney agreed on the persons who would be invited. They contacted each person and gave him a brief explanation of the course, Extension's purpose in offering it, and a personal invitation to attend.

The subject matter was broken down into the following topics:

1) *Economic growth and how we measure it.* This included the fact that many people cringe from changes that are really growth and progress.

2) *The changing economic base of the community.* The changing base from primarily agriculture to mainly manufacturing and certain services was explored and explained.

3) *National trends as they affect the community.* It was pointed out that the most important factor affecting any community is what is happening nationally, and that community leaders should be concerned about national trends.

4) *Methods of expanding the economy.* Methods and limitations were thoroughly explored. It was pointed out that not every community is capable of becoming an industrial complex.

5) *Impediments to economic growth.* This section included discussion of cultural, social, political, and economic factors which impede community progress.

6) *The larger community concept.* McCartney says, "Here is where we sold them on the concept of economic development districts, with the natural growth centers as the focal point." Material presented was based on the work of Karl Fox, head of the agricultural economics department at Iowa State University, which showed that most economic activity occurs within a 50-mile radius of major cities or "growth centers."

When the Economic Development Administration began setting up the economic development districts, the key leaders had already accepted the basic idea of multicounty cooperation.

Extension helped the leaders set up the West Central Arkansas Economic Development District (WCAEDD). Because of limited funds, the EDA had to combine two natural districts,

with a growth center in each, into one district. Extension helped the leaders to see, however, that this arrangement was better than nothing at all.

Another problem was the large number of multicounty organizations that were springing up. Each required matching money, and opposition was growing among the county judges.

Extension met with the judges and county development council chairmen to explain the specific role of each group. Once it was understood that each was set up for a specific action program, but that none was designed to do what the Economic Development District would do, they supported it.

The WCAEDD was funded in July 1967 and staffed soon after. The first job was to develop a district Overall Economic Development Plan. Extension workers, County Technical Action Panel, and County Development Council members all helped develop the plan.

Since then, these groups have helped the staff gather statistical materials and economic information to accompany applications for Federal funds for many projects.

McCartney gave three examples of successful projects in his area which show how community development is coming about through the economic development district.

The first example is the Kenner Boat Company in Knoxville in Johnson County. From a firm started in

## Arkansas communities choose district development

by  
Howard McCartney  
*Area Resource Development Agent  
Arkansas Extension Service*



*Work at the poultry processing plant (above left) would have ceased, and the Kenner Boat Factory (below left) would have left the area if it had not been for the sewer treatment plant and the water system obtained as a result of having an organized development district.*



1946 by two brothers who built boats in their garage, it has grown to a plant with national sales outlets and employment of 125 people.

The plant had planned further expansion in Knoxville, but because the little community had no water system, the fire insurance rates were too high. The city's application for an EDA grant and loan to extend the water lines to the community had been turned down.

The plant was about to be moved to another State when the WCAEDD staff moved in to help. With the assistance of Extension and local citizens, the application was resubmitted, and a grant of \$87,000 was approved to get the needed water. This saved 125 existing jobs, and enabled the company to go ahead with expansion plans which will create 300 more jobs over the next 5 years.

The second example of the district's effectiveness is in Dardanelle. The

State Board of Health had set deadlines for towns in the Arkansas River Navigation Project to install primary sewage treatment facilities. Dardanelle had taken care of primary treatment for domestic sewage, but raw sewage was still going into the river from the poultry processing plant which was leased from the city by Arkansas Valley Industries.

Employment in the plant was 750, making its operation critical to the area's economy. Poultry and poultry products accounted for 80 percent of the value of farm products sold and provided 65 percent of the total employment in the Pope-Yell County area.

Extension helped document these and other facts to accompany an application for EDA assistance in constructing a primary treatment plant. This was approved, and now Arkansas Valley Industries is retiring the bond issue, which the city sold, in in-

creased monthly rental on its facilities.

The third example was a grant from EDA for technical assistance in locating industrial sites and determining the economic feasibility of constructing industrial ports along the Arkansas River. This was badly needed, McCartney said, because every town was concerned about whether it should have a port. They had questions about how elaborate a port was needed, whether it would be economically feasible, how it could be financed, where it should be located, and how much land would be needed.

A grant for areas in the WCAEDD, as well as for other sections of the river in Arkansas and Oklahoma, has provided for a study by an engineering firm. When this work is completed, the community leaders will have the information on which to base a decision concerning port development.

Persons involved in community development now recognize the advantages of joining forces on a larger community basis in order to bring about economic growth, McCartney says. But despite this knowledge, they occasionally revert to a protectionist attitude for their own community or area of influence. The educational process and new rewarding experiences must continue if basic behavior patterns are to be permanently changed. As long as this need exists, there will be a need for Extension's continuing education program. □





*Extension personnel visit with property owners to help them decide how well their resources match those needed for a successful commercial campground.*



*Campgrounds sometimes are developed in conjunction with other forms of recreational activity. Extension forester Alex Dickson, right, discusses a sign with the owner of such an operation.*

A rundown farm a decade ago; a new owner planning on opening a commercial campground 5 years ago; a rural residence today. This is the story of a number of New York State properties.

The story of Extension's work with commercial campgrounds is frequently told in terms of a different property: an ill-suited farm a decade ago to a successful recreation enterprise today.

But if Extension's role is education, and if it is to serve society "best," we should count as successes those who have been deterred from a calamitous course and directed to one more suited to that family.

New York Extension's involvement with commercial campground operators is a tale of change and development.

It began in 1962 when Fred E. Winch, Jr., Extension forester, discussed in several county meetings income potential and problems associ-



by  
Bruce T. Wilkins  
*Assistant Professor of Conservation*  
*Cornell University*

## Sometimes the answer is 'no'

ated with commercial recreation. This preceded the United States Department of Agriculture's vigorous information program to create an awareness of income possibilities from commercial recreation.

This initial involvement laid the groundwork for considered discussion of the opportunities and pitfalls common to these enterprises. And it's well that this was done. Shortly thereafter, Extension workers in New York, and doubtless most States, were deluged by those seeking more information on commercial campgrounds.

Studies in this field provided the basis for printed material suggesting some physical, economic, and social criteria to aid a family seeking information on the campground business.

Many were discouraged to learn that it was not an easy way to make money, that their particular competencies suggested a campground was not a reasonable business for them to enter, or that financial assistance was much less available than they had thought.

The high level of interest among a limited number of persons diffused throughout the State was considered by a committee of the New York State College of Agriculture. This committee was composed of faculty and staff from the Departments of Agricultural Economics, Agricultural Engineering, Agronomy, Conservation, and Rural Sociology.

They planned a one-day school in 1964 for New York campground operators and other interested parties.

College staff, State health department personnel, and experienced campground operators were used as teachers.

The 180 persons in attendance heard information useful to the early adopters as well as to those simply seeking to learn more about opportunities in the campground business.

Since then, an annual 2-day school has covered items of interest to campground operators, including subject matter in engineering, recreation programs, economics, and management of natural resources.

Instructors have included State planning, commerce, and park personnel; industry spokesmen; and Extension workers from other States.

By 1966, the level of instruction was such that the conference mainly served the interest of the experienced operator. It was too advanced for those in the awareness stage seeking more information and for those just entering the business.

A half-day session preceding the main conference was designed for those persons. By 1968, 80 people were attending this "new operator" session.

By that time, however, the early adopters (now experienced operators) found much of the main conference of little personal value. They had previously solved many of the problems discussed. So in 1969 a special session for experienced operators was planned.

Publication of proceedings from these conferences and the associated publicity have been major factors in New York's Extension educational

program for commercial campground operators.

The nearly 400 campground operators cover an array from those who established their business over 20 years ago to those opening within the past year. It has been a challenge to develop an educational program for a group which has expanded by about 600 percent in the past decade.

Many members of the potential audience are in an awareness stage, many are in a trial stage, and many are experienced in campground operations.

Interestingly, the adoption stage pertains to the entire business, not only to some elements within the business. This is somewhat unusual in Extension programming in agriculture, where typically a declining number of farmers has meant that the vast majority were experienced in most operations.

As new and expanded opportunities evolve for substantial numbers of enterprises such as campgrounds, or perhaps catfish farming in the Southern States, Extension will be faced with the situation of discouraging large numbers of ill-suited persons from entering the business. This certainly is equal in value to "positive" educational achievements.

Far more people in New York have been discouraged from entering the campground business than have been encouraged to try it. Many of those encouraged have been better prepared to make management decisions because of Extension's education program. Both are important educational achievements. □

## 4-H as a Britisher sees it

by  
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The family-centered aspect of 4-H is both its strength and its weakness.

That's the conviction of Constance Sanders, a youth worker from Warwick, England, who recently spent a year as a visiting youth specialist at the University of Minnesota.

For 9 years, Miss Sanders had been research and education officer for the National Federation of Young Farmers' Clubs in England and Wales. She was responsible for staff training, leadership, recruitment, and research. She is also a former teacher of speech and drama.

In Minnesota, she was to conduct extensive 4-H program reviews, working with State 4-H staff and district supervisors. Among her other duties were to evaluate and improve certain 4-H speech and drama activities, to help develop the international phase of the citizenship program, and to strengthen work with older teenagers.

Miss Sanders said of the family-centered aspect of 4-H work: "Many 4-H Clubs are an extension of the family into the community. Where this is a complete family unit, the club can be a lively factor in the life of the community.

"A unique and wonderful characteristic of the 4-H program is its carryover into the home. The children learn project work and continue the learning process at home, sharing it with mother, father, sisters, and brothers."

However, when father and sons are not involved, 4-H becomes a female-child oriented program. A mother-with-children club is unlikely to attract boys or many teenagers, Miss Sanders adds.

In fact, the family-centered aspect of the program may be one reason the dropout rate in 4-H is so great in the early teens, Miss Sanders believes. Leadership responsibility is placed on the adult leaders, with little opportunity for members to show their responsibility.

Only a radical change in the structure of club leadership can reverse the high membership losses from the

13-plus age group, Miss Sanders is convinced.

The older teenager wants to establish his independence from adults. In some 4-H Clubs, opportunities to achieve peer relationships with the opposite sex, self-identity, and independence from parents cannot exist under present conditions.

There are too few teenage members—and most are girls—to provide real opportunities of association. Clubs function on parental leadership, and neither parents nor children are able to opt out of their roles, says Miss Sanders.

To the skeptic who would hesitate to give junior leaders more responsibility, Miss Sanders points to district junior leader workshops where the responses of the 14-year-olds to the older teenagers are remarkable.

At camping workshops and county committee meetings where the older teenagers were given real responsibility, Miss Sanders found they not only did an effective job, but also had excellent responses from younger members.

Miss Sanders sees the following benefits resulting from appointing older teenagers as leaders:

—They would be able to achieve independence from parents and other adults while building a helpful relationship with them.

—Boys and girls would have another reason for staying in the program.

—Younger members would have leaders more closely related to them in age and understanding.

—The standards of the basic project skills would be raised, since teenagers have learned these skills much more recently than have the adults.

Such a change in leadership would necessitate adjustments on the part of adults, volunteers, and professionals, Miss Sanders said. We would have to stop saying that older teenagers have no time to devote to 4-H. Like older people, young people can and



will make time to do what they wish to do.

Many 4-H'ers who do stay in the program until age 17 or 18 win recognition in a particular project and take responsibility for themselves and others. But often they are critical of the restraining hand of their elders.

One unique attribute of 4-H is its ability to attract volunteers. Hundreds of adults—almost all women—are deeply committed to 4-H. Thus the traditional parent-child pattern of 4-H is still strongly evident. Yet changes

are occurring. Some clubs may already be aware that fewer mothers are available as leaders because they are working.

But there are successful non-parent relationships—for example, the former 4-H'er, a young married woman with no children, or the older woman whose children have graduated from 4-H.

Miss Sanders had some specific observations about 4-H leaders:

*Project leaders:* Many project leaders—who are often mothers of 4-H'ers—do an outstanding job. Not so constructive, though, is the parent's desire to see his child win in competition rather than to raise his own previous standards. Such a parent may actually do some of the child's work instead of helping him produce the best he can. This can result in the 4-H'er developing some questionable ideas about honesty.

Some project teaching would be better taught by the outside expert—the keen amateur photographer, the enthusiastic member of the local drama group, the professional teacher. Often the asking is sufficient recognition of their worth, but a suitable yardstick for payment for their services would be to offer out-of-pocket expenses.

*Junior leaders:* A major responsibility of junior leaders is to help younger 4-H'ers with their projects, and thus themselves grow in understanding of the qualities of leadership. Yet, in practice, adults supervise or direct the project areas, often causing the junior leader to feel worthless and unsuccessful.

When junior leaders work with adults who are their parents, an al-

most insoluble problem is presented for both parent and child. To delegate responsibility to someone is one thing; to hand it over to one's child is quite another. Yet, as long as 4-H Clubs function on parental leadership, this must be done if the theory of junior leadership is to be practiced effectively.

All staff members agree that Miss Sanders' objective appraisal has been very helpful. The radio speaking program, for example, was completely revamped, largely as the result of her suggestions.

Miss Sanders saw many benefits in being a regular 4-H staff member. First and perhaps most important was that of coming into a small, closely related staff group and having a team of colleagues immediately available.

Leonard Harkness, Minnesota State leader, 4-H and Youth Development, said:

"Sandy's past experience in conducting field studies of program effectiveness in England fitted our needs perfectly. We were in the process of reorganizing the State 4-H staff. . . . We needed a better understanding of present program strength and weakness, and we needed to develop some tools to help staff members evaluate program effectiveness.

"Sandy possessed an impartial outside point of view as well as a keen understanding of youth programing. Her ability to observe and record her observations, coupled with her skill in communicating her ideas, has been particularly helpful to us.

"Her personal warmth and friendliness," he said, "have added much to her effectiveness as a member of the State staff." □



*Miss Sanders got acquainted with all phases of the 4-H program. Here, she talks with a member of a club for the mentally retarded, which is a part of the special education program in the public schools.*



## Meet your new administrator

A new name appears in the masthead of the Extension Service Review this month—that of Administrator Edwin L. Kirby. He was appointed by Secretary Hardin on January 15 to succeed Dr. Lloyd H. Davis, who has accepted a new position as director of the Coordination Staff in USDA's Office of Science and Education.

Mr. Kirby is not a stranger either to Extension work or to the Federal Extension Service. He began his Extension career in Ohio in 1947 as an associate county agent in Clinton and Green Counties. He later became district supervisor, assistant State 4-H Club leader, assistant and associate State director. He had been Associate Administrator of FES since last September.

The new Administrator has a B.S. degree in agriculture from Ohio State University and an M.Ed. degree from Cornell University. He also has done graduate work at the Universities of Maryland and Wisconsin and at Ohio State University. He grew up on a

farm near Springfield, Ohio, where he was a 4-H Club member. He served 3 years in the U.S. Army during World War II and was a vocational agriculture teacher in Ohio's Jamestown and Bowersville High Schools for 3 years. During his Extension career, Mr. Kirby has made many significant contributions to the progress of the agency. He

has served as a member of the Extension Committee on Organization and Policy and was chairman of the ECOP Legislative Committee. He has also been chairman of the North Central Extension Directors, chairman of the National Task Force on Cooperative Extension In-Service Training, and a member of the Advisory Board for the National Project in Agricultural Communications.

Mr. Kirby is a member of Epsilon Sigma Phi, Gamma Sigma Delta, Phi Delta Kappa, and the Adult Education Association of the United States of America. Mr. and Mrs. Kirby have two sons—William, 14, and Edwin L., Jr., 21. □



*Edwin L. Kirby*